

INTRODUCTION TO BEHAVIORAL HEALTH & BEHAVIORAL HEALTH PROFESSIONS I (First semester)

Abbreviated course title: BEHAVIORAL HEALTH I

Course Code: 077801

INTRODUCTION TO BEHAVIORAL HEALTH & BEHAVIORAL HEALTH PROFESSIONS II (Second semester)

Abbreviated course title: BEHAVIORAL HEALTH II

Course Code: 077802

Recommended Level: Grades 11-12

Course Description

Students must complete Behavioral Health I in order to take Behavioral Health II. Due to the nature of this course it has been designed as a year-long course and is divided into two semesters for course coding and reporting purposes. It is up to the classroom teacher's discretion where semester break occurs in individual classrooms.

If at any time a student has concerns or worries related to mental health, refer them to a licensed provider immediately.

This course establishes a foundation that is necessary to understand Behavioral Health and investigate the career field of Behavioral Health. Course emphasis is placed on teaching students to successfully investigate Behavioral Health; education preparation, workforce structure and acquire awareness and knowledge of this career area. Classroom and laboratory experiences, activities and leadership programs are supplemented through HOSA|Future Health Professionals and UNMC BEHCN Ambassador Program.

Recommended Level: Grades 11-12

This course can only be taught by teachers who have completed the Behavioral Health training. Contact NDE Health Sciences for more information (402) 471-4813 in teaching this course.

Standard 1: Students will analyze the foundation of Behavioral Health and the profession of.

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| Indicator 1.1: | Student will investigate and interpret the historical overview of behavioral health. |
| Indicator 1.2: | Student will explain the role of behavioral health in society: local, state, national and international. |
| Indicator 1.3: | Student will explain rationale behind behavioral health. |
| Indicator 1.4: | Student will compare and contrast the difference between illness and mental illness. |
| Indicator 1.5: | Student will compare and contrast the difference between behavioral health and mental health. |
| Indicator 1.6: | Student will outline the historical development of behavioral health in the United States. |
| Indicator 1.7: | Student will examine current behavioral health issues and how they impact society. |
| Indicator 1.8: | Student will describe the code of ethics among professionals providing behavioral health services. |
| Indicator 1.9: | Student will access, critically review, and evaluate the appropriateness and accuracy of information sources (e.g., literature, research, and electronic information). |

Standard 2: Define behavioral health related medical terms.

- Indicator 2.1: Student will construct and dissect, pronounce and spell general behavioral health terms.
- Indicator 2.2: Student will identify behavioral health prefixes, word roots and suffixes.
- Indicator 2.3: Student will understand the importance of standardized terminology in health care.

Standard 3: Analyze the roles and responsibilities of behavioral health providers.

- Indicator 3.1: Student will select then describe the education requirements of behavioral health providers (e.g, Psychologists, Psychiatrists, Psychiatric Physician Assistants, Psychiatric Nurses, Counselors and Licensed Mental Health Practitioners, Licensed Drug and Alcohol Counselor, Marriage and Family Counselors, Direct Care Professionals, School Psychologists, Social Workers).
- Indicator 3.2: Student will select then describe the professional's roles of behavioral health providers (e.g, Psychologists, Psychiatrists, Psychiatric Physician Assistants, Psychiatric Nurses, Counselors and Licensed Mental Health Practitioners, Licensed Drug and Alcohol Counselor, Marriage and Family Counselors, Direct Care Professionals, School Psychologists, Social Workers).

Standard 4: Understand how behavioral health professionals interact with each other.

- Indicator 4.1: Student will explain the role of United States Department of Health as it relates to the state of Nebraska governing board for behavioral health professionals.
- Indicator 4.2: Students will the role of behavioral health professional organizations (e.g. American Psychological Association, National Council for Counselors, WHO's Mental Health Atlas, etc.).

Standard 5: Understand the role of behavioral health and its integration into primary care providers.

- Indicator 5.1: Student will compare and contrast the advantages/disadvantages of integrated behavioral health in a primary care environment.
- Indicator 5.2: Student will describe levels of integrated behavioral health (e.g. Boys Town, Emmanuel, Beatrice State Correctional Facility, etc.)

Standard 6: Identify how behavioral health is diagnosed and treated.

- Indicator 6.1: Student will examine behavioral health assessment and treatment plans (e.g. ADHD, depression, anxiety etc.).
- Indicator 6.2: Student will investigate reducing stigma of mental health through public education (e.g. Substance Abuse and Mental Health Services Administration (SAMSHA)).
- Indicator 6.3: Student will differentiate progression of services from group to individualized therapy.
- Indicator 6.4: Student will investigate and identify diversity issues in seeking behavioral health services (e.g. race, ethnicity, LGTBTQ, disabilities and behavior issues).
- Indicator 6.5: Students will identify barriers to behavioral health provider access.
- Indicator 6.6: Students will describe theories and interventions being used in mental and social health [cognitive behavioral therapy (CBT), dialectical behavior therapy (DBT), creative arts therapy (CAT), emotionally focused therapy (EFT), and solution-focused brief therapy (SFBT).]

Indicator 6.7: Student will describe informed consent.

Indicator 6.8: Student will define individual treatment plan and explain it's use.

Standard 7: Create a plan and related actions and activities to improve own mental health and general well-being.

Indicator 7.1: Student will explore strategies to develop and evaluate personal mindfulness awareness plan.

Indicator 7.2: Student will summarize how personal values and experiences influence ones usage of behavioral health services.

Indicator 7.3: Student will explain how social and behavioral interventions are used to improve behavioral and social health in schools and community.

Standard 8: Research careers in behavioral health.

Indicator 8.1: Student will complete a behavioral health career path analysis.

Indicator 8.2: Student will identify career outlook, salary scale, Nebraska licensing requirements, challenges and opportunities for behavioral health careers in Nebraska.

Indicator 8.3: Student will map out behavioral health service deficit areas in Nebraska.

Indicator 8.4: Student will show an understanding of the educational path to a career in behavioral health.

Indicator 8.5: Student will show and understanding of educational costs and loan repayment

Standard 9: Analyze advocacy strategies that support the needs and rights of others.

Indicator 9.1: Student will define advocacy and its application to behavioral health.

Indicator 9.2: Student will demonstrate ways to educate others about behavioral health.

Indicator 9.3: Student will examine ways to advocate for friends and family members who need support for behavioral health issues.

Indicator 9.4: Student will examine ways to advocate for a positive, respectful school environment that supports pro-social behavior (e.g., handling teasing and bullying and reducing stigma associated with mental behavioral health).

Indicator 9.5: Student will identify conferences, workshops, and retreats that educate and support behavioral health issues.

Indicator 9.6: Student will engage in case studies, role play, job shadowing, and other practicum experiences.

Contributors

Postsecondary:

University of Nebraska – Medical Center; Dr. Jonathon Sikorski, Dr. Holly Roberts, Dr. Howard Liu and Ann Kraft

Secondary: Arizona State Skill Standards Committee

NDE Staff: Carol Ringenberg, Health Science Career Area Specialist